

Name _____ Date _____ Teacher _____

Third Grade Module 5: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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	Module 5: End-of-Module Assessment															
	Domain				Standards											
Question	Number and Operations - Fractions				Geometry				3.NF.1	3.NF.2a	3.NF.2b	3.NF.3a	3.NF.3b	3.NF.3c	3.NF.3d	3.G.2
1	1 2 3 4									X		X				
2	1 2 3 4				1 2 3 4				X				X			X
3	1 2 3 4								X						X	
4	1 2 3 4								X	X	X	X	X	X	X	

Domain Score	Number and Operations - Fractions		Geometry	
Total Points				
Level	4	14-16 pts.	4	4 points
	3	10-13 pts.	3	3 points
	2	6-9 pts.	2	2 points
	1	4-5 pts.	1	1 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Third Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–F) Standards Addressed	
Develop understanding of fractions as numbers.	
3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ul style="list-style-type: none"> a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ul style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line.</i> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Reason with shapes and their attributes.	
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</i>